



Senate

General Assembly

File No. 440

January Session, 2013

Substitute Senate Bill No. 1002

Senate, April 11, 2013

The Committee on Education reported through SEN. STILLMAN of the 20th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING COMMUNITY SCHOOLS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

- 1 Section 1. (NEW) (*Effective July 1, 2013*) (a) As used in this section:
- 2 (1) "Community school" means a public school that participates in a
3 coordinated, community-based effort with community partners to
4 provide comprehensive educational, developmental, family, health
5 and wrap-around services to students, families and community
6 members during hours in which school is not in session.
- 7 (2) "Community partner" means a provider of one or more of the
8 following services to students, families or community members: (A)
9 Primary medical or dental care, (B) mental health treatment and
10 services, (C) academic enrichment activities, (D) programs designed to
11 improve student attendance at school, (E) youth development
12 programs, (F) early childhood education, (G) parental involvement
13 programs, (H) child care services, (I) programs that provide assistance
14 to students who are truant or who have been suspended or expelled,

15 (J) youth and adult job training and career counseling services, (K)
16 nutrition education, (L) adult education, (M) remedial education and
17 enrichment activities, (N) legal services, or (O) any other appropriate
18 services or programs.

19 (b) On and after July 1, 2013, a local or regional board of education
20 may establish a community school at a new or an existing school to
21 collaborate with community partners to provide services to students,
22 families and community members.

23 (c) Prior to the establishment of a community school, the board of
24 education shall conduct (1) a school operations audit and a community
25 operations audit to assess the academic, physical, social, emotional,
26 health, mental health and civic needs of students and their families
27 that may impact student learning and academic achievement, and (2) a
28 community resource assessment of potential resources, services and
29 opportunities available within or near the community that students,
30 families and community members may access and integrate into the
31 community school.

32 (d) The board of education shall develop a community school plan
33 based on the community resource assessment that addresses the
34 specific needs identified in the school operations audit and community
35 operations audit, conducted pursuant to subsection (c) of this section.
36 Such community school plan shall coordinate, integrate and enhance
37 services for students, families and community members to improve the
38 academic achievement of students and increase family and community
39 involvement in education.

40 (e) Any local or regional board of education that has established a
41 community school shall, annually, at the conclusion of each school
42 year, submit a report to the Department of Education, in a form and
43 manner prescribed by the department, regarding each community
44 school. Such report shall (1) include an evaluation on the effectiveness
45 of the community school, (2) measure the development and
46 implementation of partnerships with community partners, and (3)
47 provide information regarding student learning and academic

48 achievement, graduation rates, attendance rates, school readiness, the
49 number of suspensions and expulsions, graduate enrollment in
50 institutions of higher education, the degree of communication between
51 schools and families, neighborhood safety, school climate, the degree
52 of parental participation in school activities, student health, student
53 civic participation, the number of students, families and community
54 members receiving services at the community school and any other
55 information that is relevant to evaluating the community school.

56 (f) Not later than January 1, 2015, and annually thereafter, the
57 Commissioner of Education shall submit a report on community
58 schools to the joint standing committee of the General Assembly
59 having cognizance of matters relating to education, in accordance with
60 the provisions of section 11-4a of the general statutes. Such report shall
61 include an evaluation of the community schools in operation during
62 the prior school year and provide information regarding (1) state and
63 federal barriers to implementation and effective coordination of
64 services at the community schools, (2) the extent of coordination
65 between state agencies providing services at the community schools,
66 and (3) the efficiency and adequacy of local and state programs and
67 policies with respect to student and family services provided at the
68 community school.

69 Sec. 2. Subsection (d) of section 10-223h of the general statutes is
70 repealed and the following is substituted in lieu thereof (*Effective July*
71 *1, 2013*):

72 (d) Following the operations and instructional audit for the school
73 selected to participate in the commissioner's network of schools, the
74 turnaround committee shall develop a turnaround plan for such
75 school. The school governance council for each turnaround school may
76 recommend to the turnaround committee for the school district one of
77 the turnaround models described in subparagraphs (A) to [(E)] (F),
78 inclusive, of subdivision (3) of this subsection. The turnaround
79 committee may accept such recommendation or may choose a different
80 turnaround model for inclusion in the turnaround plan submitted

81 under this subsection. The turnaround plan for such school shall (1)
82 include a description of how such turnaround plan will improve
83 student academic achievement in the school, (2) address deficiencies
84 identified in the operations and instructional audit, and (3) utilize one
85 of the following turnaround models: (A) A CommPACT school, as
86 described in section 10-74g, (B) a social development model, (C) the
87 management, administration or governance of the school to be the
88 responsibility of a regional educational service center, a public or
89 private institution of higher education located in the state, or, subject
90 to the provisions of subsection (e) of this section, an approved
91 educational management organization, (D) a school described in
92 section 10-74f, (E) a model developed by the turnaround committee
93 that utilizes strategies, methods and best practices that have been
94 proven to be effective in improving student academic performance,
95 including, but not limited to, strategies, methods and best practices
96 used at public schools, interdistrict magnet schools and charter schools
97 or collected by the commissioner pursuant to subsection (f) of this
98 section, (F) a community school, as described in section 1 of this act, or
99 [(F)] (G) a model developed in consultation with the commissioner or
100 by the commissioner subject to the provisions of subsection (e) of this
101 section. The turnaround plan shall not assign the management,
102 administration or governance of such school to a (i) for-profit
103 corporation, or (ii) a private not-for-profit organization that is exempt
104 from taxation under Section 501(c)(3) of the Internal Revenue Code of
105 1986, or any subsequent corresponding internal revenue code of the
106 United States, as from time to time amended, other than a public or
107 private institution of higher education located in the state or, subject to
108 the provisions of subsection (e) of this section, an approved not-for-
109 profit educational management organization, as defined in subsection
110 (e) of this section. Such turnaround plan may include proposals
111 changing the hours and schedules of teachers and administrators at
112 such school, the length and schedule of the school day, the length and
113 calendar of the school year, the amount of time teachers shall be
114 present in the school beyond the regular school day and the hiring or
115 reassignment of teachers or administrators at such school. If a

116 turnaround committee does not develop a turnaround plan, or if the
117 commissioner determines that a turnaround plan developed by a
118 turnaround committee is deficient, the commissioner may develop a
119 turnaround plan for such school in accordance with the provisions of
120 this subsection and, if the commissioner deems necessary, the
121 commissioner may appoint a special master for such school to
122 implement the provisions of the turnaround plan developed by the
123 commissioner. The turnaround plan shall direct all resources and
124 funding to programs and services delivered at such school for the
125 educational benefit of the students enrolled at such school and be
126 transparent and accountable to the local community. The State Board
127 of Education shall approve the turnaround plan developed by a
128 turnaround committee before a school may implement such
129 turnaround plan.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2013</i>	New section
Sec. 2	<i>July 1, 2013</i>	10-223h(d)

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact:

Municipalities	Effect	FY 14 \$	FY 15 \$
Local and Regional School Districts	Potential Net Cost	Significant	Significant

Explanation

The bill allows local or regional school districts to establish community schools. To the extent that a district chooses to establish a community school; the district would incur a significant cost. Currently, there are 7 community schools in Hartford and 11 community schools in New Haven. The 4 Commissioner's Network schools, identified, in the FY 13 Revised Budget, implement wraparound services, which are a characteristic of community schools.

The cost of creating a community school depends on the school size, differences in operational design, and services and supports offered through the school. On average, an elementary community school costs between \$500,000-\$600,000, a middle school costs between \$800,000 and \$900,000 and high school costs between \$1.6 and \$1.7 million to establish. The costs are broken down into the following four components: (1) providing health and mental health services, (2) developing learning competencies including: after-school activities, academic enrichment, life skills, civic engagement, sports and recreation, and early childhood, (3) family support, including: family resource centers, parent involvement and leadership, adult education, and English Language Learners, and (4) staff, including: a school coordinator, tutors, interns, mentors, and volunteers. Funding to

support community schools comes from a variety of sources, including: private foundations, private businesses, federal, state, and local funding. It is estimated that for each dollar invested in a community school, an additional \$4-\$7 in other funded programs is brought to the school.

The cost to a local and regional school district would be dependent upon the size and type of school they choose to establish. Some districts could choose to establish several schools, thereby incurring a significant cost, while other districts choose not to implement any community schools, in which case they would incur no fiscal impact.

The bill makes various other procedural and reporting requirements, including adding community schools to the list of turnaround options that can be used under the commissioner's network schools, none of which result in a fiscal impact.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation and number of community schools that a district chooses to establish.

Sources: Blank, M, Jacobson, R, Melaville, A, and Pearson, S. (2010). Financing Community Schools: Leveraging Resources to Support Student Success. Washington, D.C. Coalition for Community Schools, Institute for Educational Leadership.

OLR Bill Analysis**sSB 1002*****AN ACT CONCERNING COMMUNITY SCHOOLS.*****SUMMARY:**

This bill allows local or regional boards of education to establish a community school or schools to participate with community partners to provide various educational and social services to students, families, and community members during hours when school is not in session. The bill spells out the steps a board must complete in order to establish a community school. These include (1) conducting a school operations audit and a community operations audit and (2) developing a community school plan.

The bill requires boards that establish these schools to report to the state Department of Education (SDE) on the school's progress. In turn, SDE must report to the Education Committee on community schools.

The bill also adds community schools to the list of school turnaround options that can be used under the commissioner's network of schools.

EFFECTIVE DATE: July 1, 2013

PROCESS TO ESTABLISH COMMUNITY SCHOOLS

On and after July 1, 2013, a local or regional board can establish a community school at a new or an existing school.

Under the bill a "community school" is a public school that participates in a coordinated, community-based effort with community partners to provide comprehensive educational, developmental, family, health and wrap-around services to students, families, and community members during hours when school is not in session.

Under the bill, a “community partner” is a provider of one or more of the following services:

1. primary medical or dental care,
2. mental health treatment and services,
3. academic enrichment activities,
4. programs designed to improve student attendance at school,
5. youth development programs,
6. early childhood education,
7. parental involvement programs,
8. child care services,
9. programs that provide assistance to students who are truant or who have been suspended or expelled,
10. youth and adult job training and career counseling services,
11. nutrition education,
12. adult education,
13. remedial education and enrichment activities,
14. legal services, or
15. any other appropriate services or programs.

Required Steps

Before establishing a community school, a board of education must complete several steps. It must conduct a school operations audit and a community operations audit to assess the academic, physical, social, emotional, health, mental health, and civic needs of students and their families that could impact student learning and academic achievement.

The board must also conduct a community resource assessment of potential resources, services and opportunities available within or near the community that students, families, and community members may access and integrate into the community school.

The board must also develop, based on the community resource assessment, a community school plan that addresses the specific needs identified in the school operations audit and community operations audit the bill requires. The plan must coordinate, integrate, and enhance services for students, families, and community members to improve the academic achievement of students and increase family and community involvement in education.

REPORTING REQUIREMENTS

Reports to SDE

At the conclusion of each school year, any board that has established a community school must submit an annual report on each school to SDE, in a form and manner SDE determines.

The report must (1) evaluate the community school's effectiveness; (2) measure the development and implementation of partnerships with community partners; and (3) provide information regarding student learning and academic achievement, graduation rates, attendance rates, school readiness, the number of suspensions and expulsions, graduate enrollment in institutions of higher education, the degree of communication between schools and families, neighborhood safety, school climate, the degree of parental participation in school activities, student health, student civic participation; (4) the number of students, families, and community members receiving services at the school; and (5) any other information relevant to evaluating the community school. Presumably, certain information would not have to be supplied if it was not relevant to a specific school (i.e., graduate enrollment data in institutions of higher education would not apply to grammar schools).

Reports to the General Assembly

By January 1, 2015, the bill requires the education commissioner to

begin submitting annual reports on community schools to the Education Committee. The report must evaluate the community schools in operation during the prior school year and provide information regarding:

1. state and federal barriers to implementation and effective coordination of services at the community schools,
2. the extent of coordination between state agencies providing services at the schools, and
3. the efficiency and adequacy of local and state programs and policies with respect to student and family services provided at the schools.

COMMISSIONER'S NETWORK SCHOOL TURNAROUND OPTIONS

The bill adds community schools to the list of school turnaround options that can be used under the commissioner's network of schools.

Under the commissioner's network, certain low-performing schools are selected to craft turnaround plans aimed at improving student performance. The state supplies additional funds to help implement a school's turnaround plan, once the commissioner approves it.

The existing commissioner's network law provides a menu of turnaround school models for a school turnaround committee to choose from, including (1) CommPACT schools, as defined in statute; (2) social development model; (3) institution of higher education- or regional education service center-administered schools; and (4) a school reorganization model that includes such mandatory items as block scheduling for math and reading.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 24 Nay 9 (03/22/2013)